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Accessibility Plan 2022-2025

This plan should be read in conjunction with the **School Improvement Plans** and outlines the proposals of the governing board of Brunswick Park Primary and Nursery School and Church Hill Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The Executive Head teacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Improving Access to the Curriculum

Target	Planned Actions	Resources	Lead Member of Staff	Timeframe	Monitoring, Evaluation and Success Criteria
To ensure that all staff are aware of how to effectively support pupils with specific literacy difficulties and that resources are in place to support these pupils in all classes.	<p>-Head of Schools and External Consultants to lead spelling training for LSAs and teachers including how to support pupils with specific literacy difficulties: Essential letters and sounds, Sounds and Syllables, and Vocabulary.</p> <p>-Inclusion Lead to provide to support staff with vocabulary teaching regards specific literacy needs</p> <p>-Spelling displays in all classrooms.</p> <p>-All displays to include clear key vocabulary to support spellings.</p> <p>.</p> <p>-Ensure that all teachers provide visual resources to support learning.</p>	<p>-</p> <p>-Release time for LSA training (3 x 1 hour sessions)</p> <p>-7 x BPSI consultancy hours</p> <p>-Jess Cooper Vocabulary training</p>	<p>Karen Wright (AHT Inclusion)</p> <p>Georgie Wheeler (Head of School Brunswick Park)</p> <p>Jo Porter (Head of School Church Hill School)</p>	Autumn 2022 and ongoing	<ul style="list-style-type: none"> • Staff subject knowledge is increased • Spelling lessons are carefully planned following the review, teach, practice, apply cycle. • Presentations reflect awareness of dyslexia/ SLD • Actively used SEN plans are completed with assess, plan, do and review.
To continue to develop teachers' awareness	-Review the specific needs of individual pupils as required, (at least annually), and provide appropriate training and support for	-Supply cover and release time as required for SEND reviews and	Karen Wright (AHT Inclusion)	Autumn 2022	<ul style="list-style-type: none"> • SEND plans reviewed termly by partnership of

<p>and knowledge of SEND and how to provide effective support and monitor impact for these pupils.</p>	<p>staff working with these pupils. The following training is planned for this year: Assistant Head Teacher for Inclusion INSET training for Zones of Regulation for all staff. Assistant Head Teacher for Inclusion Induction for new staff for Edukey provision mapping. -Support from the Hearing Impairment Advisory Teacher -Training to support staff working with pupils with autism in the EYFS. -Support from the Speech and Language therapy team -Support from the EP. -Support from BEAM.</p> <p>-Teachers to have access to all support plans for pupils with SEND on our online system 'Edukey'. Teachers to be released to complete SEND review meetings termly so that they have a full understanding of each child's needs, their targets and the provision that needs to be in place in class. Teachers to be responsible for updating progress against targets on Edukey. - CPD for staff ensuring increased knowledge and understanding. - Intervention mapping is developed to identify the provisions and support the monitoring systems.</p>	<p>external training: INSET</p> <p>Edukey package - £660</p> <p>BPSI hours – Team teach training</p>		Ongoing	<p>class staff, AST and parents.</p> <ul style="list-style-type: none"> • Annual Reviews completed for pupils with EHCP. • Training informs future practice and good practice is shared through staff INSET • Teachers lead SEN reviews with AST support. • AST to lead on reviews for pupils with EHCP or complex needs • Intervention mapping is developed and used to track progress for SEND pupils.
				Autumn Term	
				Autumn Term	
				Ongoing	

To support all pupils including those with SEND, to be able to self-regulate their behaviour more independently.	<p>Continued embedding of the 'Zones of Regulation' in all classes.</p> <ul style="list-style-type: none"> -Embedding 'Regulation Stations' in each class. -Zones of Regulation training for all staff, including support staff. -Individual provisions for pupils linked to Zones of Regulation where required so, that there is a set of agreed strategies in place when a child is in each 'zone'. -Zones of Regulation display and prompts in all classrooms. -Increased Parental development of knowledge through development of monthly coffee mornings, website information and reviews for pupils with SEND. <p>Introduction of Zones of Regulation first aid kit so all classes have access to key resources- headphones, fidget toys, wobble cushions, thera-putty, squeeze balls.</p> <p>Continued resourcing for Zen Zone and Cosy Room</p>	<p>Zones of Regulation Book and training materials.</p> <p>Resources and display materials for emotional regulation.</p> <p>Development of a quiet space in the playground.</p> <p>All staff have visuals to supports zones</p> <p>Purchase of display for external Zones</p>	<p>Karen Wright (AHT inclusion)</p> <p>Pastoral Leader-Tracy Strachan</p>	<p>INSET Autumn 2022 Ongoing</p> <p>Spring Term 23</p> <p>Autumn 22 Annual resource additions</p>	<p>Zones are consistently used to identify feelings and the strategies to manage them.</p> <p>Information is shared with and used by parents.</p>

<p>To continue to ensure equality of access for pupils with SEND to extra-curricular clubs and trips</p>	<ul style="list-style-type: none"> -Accessibility and inclusion are key factors in the choice of visits, experiences and learning. -Reasonable adjustments are made to meet needs of pupils. <p>Visual supports prepared by class staff to help prepare pupils who have high anxiety or difficulty with change management.</p> <p>Transition booklets prepared for pupils with diagnosis of Autism at the end of the year.</p>	<p>Funding from PTA for first aid training Forest school funding. School Enterprise funding</p>	<p>Karen Wright (AHT for Inclusion.) Class teachers</p>	<p>Ongoing</p>	<p>Children experience equality of opportunity through awe and wonder through real life events.</p>
<p>To ensure that our curriculum promotes positive images of disability.</p>	<ul style="list-style-type: none"> -Review of curriculum maps in all subjects to ensure positive representation of people with disabilities. Development of WoW moments and authentic audiences -Review of pastoral plan to ensure inclusion of positive representation of people with disabilities. -Review of books available in the school library which promote a positive image of disability. -Assemblies and events linked to key awareness days. Involvement of children with SEND within these events and assemblies. <p>Sports curriculum reflect achievements and of specific conditions which reflect the school community.</p>		<p>Georgie Wheeler Jo Porter (Head of School)</p> <p>Gwyn Hubble Fiona Murray Reading Champions PE Team Tracey Strachan (Pastoral Lead)</p>	<p>Summer 2023</p>	<p>School environment reflects positive representation of people with disabilities and their achievements.</p>

Improving Access to the Physical Environment

Target	Planned Actions	Resources	Lead Member of Staff	Timeframe	Monitoring and Evaluation
To provide quiet/ sensory spaces for pupils with ASD, ADHD, and sensory needs or if they are overwhelmed.	-Plans begin to provide for the sensory needs of pupils in a dedicated space for Key Stage 1 (t Brunswick Park)and continued development of the Cosy Room (Church Hill) and the Zen Zone 9BrunswickPark KS2). -Staff plan and use work stations and quite spaces daily to remove barriers to learning. Staff use Zones of Regulation first aid kits. -	Sensory apparatus purchases Sensory shed purchase. Staffing time for CPD in Autism awareness	Survey time by Business manager and AST for Inclusion	Autumn 2022 Summer 2023 Autumn 2024	Factors identified in audit are addressed in site planning Sensory space available for pupils to regulate behaviour.
To ensure that the physical environment better supports pupils and parents with hearing impairments.	Advice from the Advisory Team for Hearing Impaired is obtained and followed to reduce environmental noise:(soft furnishings, drapes to dampen noise, acoustic awareness). Purchase of chair feet to soften sounds completed class by class as required. -Staff trained in awareness of hearing impairment and use radio transmitter for teaching, attendance at CPD from HI Advisory Team.	Chair leg sponges Drapes from ceiling Hessian on displays	Class teachers Termly monitoring by HI Team Termly monitoring by Physical	Autumn 2022 and ongoing each term	The environmental background noises are reduced. HI pupils make good progress. PD pupils make good progress.

	Physical Development Team advice sought and included (especially cerebral Palsy, spina- bifida). PEEP prepared as required to ensure pupil safety for evacuation. 3 wheelchairs purchased for speedy evacuation at Brunswick Park		Development Team Fire wardens. School Business manager Caretaker		Evacuation plan is known by staff and effective as required.
Any other building issues	Audit completed to inform SEND Report. -Automatic door access for main reception to school is planned and Disability Access Grant completed. Annual review of provision is completed Autumn 2 term (completed 2.12.19)	Automatic door opening for main school entrance	Business Manager AHT for Inclusion	Autumn 2 2024	Strengths & needs identified inform Accessibility planning and increase staff awareness

Improving the Accessibility of Information

Target	Planned Actions	Resources	Lead Member of Staff	Timeframe	Monitoring and Evaluation
To ensure that all statutory information for SEND is available to parents and can be easily located.	-Redevelopment of the school website to make it easier to find SEND information. -Inclusion of Accessibility Plan and SEND Information Report on the school website. -Signposting of parents to this information through the parent newsletter. Targeted info emailed to families for ASD provisions.	Redevelopment costs linked to website design – Mustard Agency.	Karen Wright (AHT Inclusion) Andy Griffiths (Executive Head)	Autumn term Ongoing	Website is up to date and parent can find the information easily.
To ensure all parents of	-All parents to have login and password for the online Edukey system which will allow	Cost of Edukey package £660	Karen Wright (AHT Inclusion)	Each term	Pupils target are smart and impact is

pupils with SEND have up to date information about their child's progress and targets.	<p>them to access support plans and other documents for their child.</p> <ul style="list-style-type: none"> -Termly review meetings for parents of pupils with SEND led by the class teacher and/or the Assistant Head for Inclusion. Annual review completed for pupils with EHCP. 				monitored by class staff.
To ensure that all parents can access key written information provided by the school.	<ul style="list-style-type: none"> -Ensure that all letters are sent out in a dyslexia-friendly format (e.g. font size/type). -Reduce use of jargon in school communication wherever possible. Provide simplified information via text where appropriate. -Provide written information in alternative formats when requested by parents (e.g. large print, audio, translations) 	Printing costs	Nancy Nash (School Business Manager)	Ongoing	Consistent use of jargon free, dyslexia friendly communication by all staff.